



DEPARTMENT OF THE NAVY  
FLEET AVIATION SPECIALIZED OPERATIONAL  
TRAINING GROUP PACIFIC FLEET

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FASOTRAGRUPACINST 1500.20

N2 **218**

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FASOTRAGRUPAC INSTRUCTION 1500.20

Subj: SAFETY PROCEDURES FOR CONDUCTING SURVIVAL, EVASION,  
RESISTANCE, AND ESCAPE (SERE) TRAINING (E-2D-0039)

Ref (a) OPNAVINST 1500.75  
(b) OPNAVINST 5100.23D  
(c) DOD Directive 1300.7  
(d) FASOTRAGRUPACINST 3131.2H  
(e) OPNAVINST 5102.1C  
(f) FASOTRAGRUPAC P-1520-14  
(g) FASOTRAGRUPAC ltr of 5 Feb 98

Encl: 1) SERE Course Safety Review Guide

1. Purpose. To promulgate policy and establish procedures to eliminate or minimize the probability of mishaps and mishap related injuries to students and instructors while engaged in SERE training.

2. Background. Aggressive survival training programs which prepare military personnel to perform professionally in normal as well as dangerous activities entail elements of risk. A fatal or serious mishap might occur in any environment, however some evolutions are more likely to result in serious mishaps than others and require procedures specially designed to reduce risk. As a Navy training activity, Fleet Aviation Specialized Operational Training Group, Pacific Fleet (FASOTRAGRUPAC) is required by reference (a) to ensure training is conducted as safely as possible, while meeting required course objectives.

#### Definitions

a. High-risk training is training in which a lack of stringent controls is likely to expose students, instructors, or bystanders to life threatening injury. A failure in equipment, procedures, environmental conditions, or human factors may result in a class A or B mishap (reference (b)). The improper actions of even one high-risk instructor may result in a class A or B mishap. Each instructor is critical to conducting high-risk training safely. SERE is currently classified as high-risk training per reference (a).

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b. Moderate-risk training is training in which a lack of stringent controls is likely to expose students and/or instructors to injury. Equipment failure, faulty procedures, environment, or human factors might result in a class A or B mishap, but are more likely to result in a class C or D mishap (reference (b)). The improper actions of one moderate-risk instructor will not likely result in a serious mishap because equipment/site design, procedures, or redundant controls prevent it.

c. A formal training mishap is any injury/illness that occurs during training conducted at a training command in a classroom, laboratory, or field exercise for which a Course Identification Number (CIN) is assigned (reference (b)).

d. A Pre-Mishap Plan is an emergency plan to be implemented in case of a mishap. Pre-mishap plans shall be developed for SERE training and shall include:

(1) Locations, telephone numbers, radio channels/call signs of medical, fire department, police and Border Patrol.

(2) Identification and locations of emergency devices such as first aid kits, fire extinguishers, emergency oxygen, and circuit breakers.

3) Notification list of the chain of command

4 Sources of secondary emergency communications.

(5) Muster sites and evacuation routes for students and instructors.

(6) Entry routes for emergency service vehicles personnel.

e. Pre-Mishap Plans shall be maintained at the Duty Office at Remote Training Site Warner Springs. They shall be validated quarterly and exercised annually by conducting mishap simulations.

4. Policy. Safety is integral to all elements of SERE training. Safety and supervisory procedures shall be maintained at a level that ensures safe but realistic SERE training which fulfills the requirements of reference (c). This policy is not intended to reduce risk where it is necessary to meet valid

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training objectives, but rather to promote the safest training environment possible.

5. Scope and Applicability. This instruction is applicable to all aspects and phases of SERE training.

6 Responsibilities

a. Commanding Officer, FASOTRAGRUPAC will oversee compliance with this directive via the Survival Department Head (N2). N2 shall, via designated departmental division officers:

Annually assess the risk level of the SERE course  
N28

(2) Review Naval Safety Center quarterly training mishap analyses and recommend changes that remove or reduce hazards where feasible (N28).

(3) Ensure safety requirements of references (a), (b), (d), and personnel qualification standards (PQS) are incorporated in SERE course (N22, N28).

(4) In concert with FASOTRAGRULANT Det Brunswick, ensure SERE curriculum standardization (N22).

(5) Include the definitions of mishap, near miss, and unsafe condition in course curriculum (reference (b) N22/Course Curriculum Model Manager (CCMM)).

(6) Include lessons learned and safety precautions mandated by safety directives and prior experience in course curriculum (N22/CCMM).

(7) Identify course prerequisites that reflect physical, academic, and performance standards required for successful completion of courses. Include these standards and the requirements for parent commands to pre-screen students in the Catalogue of Navy Training Courses (CANTRAC) (N22/CCMM).

(8) Delete all high and moderate-risk evolutions not essential to training objectives or not required for graduation (N22/CCMM).

(9) Update curricula as necessary to ensure compliance with directives (N22/CCMM).

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(10) Ensure that training curricula safety requirements are in place and being strictly followed. Safety precautions may not be waived (N22).

(11) Ensure training is conducted following only the approved curricula (N22/23/24/25).

(12) Conduct quarterly safety reviews of all high-risk courses via quarterly procedural walk-throughs and a full exercise of pre-mishap plans annually (N28).

(13) Designate a collateral duty Training Safety Officer (TSO). The TSO shall be an E-6 or above and qualified via locally developed Job Qualification Requirements (JQR). Training shall consist of reviews of this instruction and all references. The TSO shall be a qualified SERE instructor (NEC 9505) or watch officer. The TSO shall:

(a) Be familiar with SERE high/moderate risk curricula objectives, including approved training procedures, safety precautions, emergency procedures, and training facilities and equipment.

(b) Observe SERE high-risk training evolutions, including instructor training, and assess compliance with approved training procedures, safety precautions, and emergency procedures.

(c) Investigate all SERE training mishaps, near-mishaps, and injuries and determine if inadequate training procedures, safety precautions, emergency procedures, facilities, or equipment contributed to the mishap/injury.

(d) Maintain a record of all mishaps and near-mishaps in accordance with reference (e).

(e) Keep the Commanding Officer, via the department head, advised of training mishap/injury investigation results and recommend corrective action.

(14) Ensure all training-related first aid, medical treatment, and lost-time injury mishaps are investigated, recorded, and reported per reference (b). Send all training-related reportable mishaps via Personal Injury/Death (PID) or Material/Property Damage (MPD) report to the Naval Safety Center per reference (e). Send all training-related recordable mishaps to Commander, Naval Air Force U.S. Pacific Fleet (COMNAVAIRPAC),

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as appropriate. All training related recordable reports shall include applicable safety lessons. They may be consolidated and sent quarterly. Investigation of training-related mishaps shall take priority over other duties. Immediately notify the nearest Naval Criminal Investigative Service office of any training death as required by reference (b) (N21).

(15) Establish a mishap analysis program to examine SERE training mishap data as well as student critique feedback on unsafe conditions and practices in the SERE course. Mishap analysis should be closely aligned with staff training to enable new lessons learned to be expeditiously incorporated into the conduct of SERE training (N28).

(16) Ensure students meet Navy fitness standards and any other medical qualifications prescribed before beginning training. Any student answering positively to any risk factor screening question shall receive medical evaluation and counseling prior to commencement of SERE training (N21).

(17) Establish internal controls to ensure SERE instructors and supervisors are aware at all times of changes in their students' medical status that would limit or preclude participation in SERE training. Students medically evaluated as physically or psychologically unfit or unsuited for SERE training shall be removed from training. Instructors shall also be advised of students who may warrant close observation for any reason (N21/22).

(18) Ensure student critiques of SERE training are designed to assist in identifying training and safety weaknesses. Critique forms shall be structured to solicit unbiased, specific, assessments of safety and training conditions and practices, individual instructors, and Remote Training Site instruction (N22).

(19) Establish a quarterly evaluation program to assess SERE instructors in all phases of training to ensure instructors are conducting training properly and safely (N22).

(20) Ensure SERE instructor candidates have completed all training requirements per reference (f) to include psychological evaluation by SERE psychologist and Basic Life Support certification (N21/22).


(21) Request a Naval Safety Center High-Risk Training assessment/survey once every three years (N28).

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7. Drop on Request (DOR)/Training Time Out (TTO). The SERE course is non-voluntary for attending personnel. Due to the nature of SERE training and per reference (a), DOR is not applicable. In addition and also due to the nature of SERE training, there is no formal TTO procedure. However, there are procedures in place for students to inform instructors of injury during the field and resistance phases per reference (g). SERE instructors shall remain alert to signs that may impair safe completion of training such as panic, fear, hypothermia, or lack of confidence.

8. SERE Medical Staff. A SERE staff medical doctor and staff psychologist are permanently assigned in order to physically and psychologically assess all students and determine their capability to begin or continue SERE training. The SERE medical division (N21) is staffed by hospital corpsmen and maintains a continuous presence during all phases of SERE training.

9. Safety Standdown. N2 shall conduct a SERE safety standdown at least annually. Standdowns shall be documented and should include review of: curricula being taught, instructional technique (harassment technique), training environment, physical and psychological screening procedures (instructors and students), safety related findings of course assessments and reviews, adequacy of staff manning. Safety standdowns shall be one day in duration.

  
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SERE COURSE SAFETY REVIEW GUIDE

Safety Administration

\*\*All items are referenced in FASOTRAGRUPACINST 1500.20 unless otherwise noted.

1. Has the Commanding Officer designated in writing a Training Safety Officer (TSO) for oversight of SERE?

2. Are all SERE training-related first aid, medical treatment, and lost time injury incidents logged, investigated, and reported IAW OPNAVINST 5100.23D?

Are mishap statistics for the SERE course being analyzed?

4. Are student mishaps reviewed quarterly

5. Are training equipment and facilities inspected periodically IAW OPNAVINST 5100.23D?

6. Have all SERE instructors completed and maintained basic life support certification?

7. Are procedures in place to ensure student physical qualification requirements are completed prior to commencement of SERE training?

8. Are procedures in effect to ensure any student answering yes to any risk factor screening question will receive medical evaluation and counseling prior to commencement of SERE training?

9. Are students evaluated as unfit or unsuited removed from training immediately?

10. Are student critique sheets analyzed to identify potential safety problems?

11. Are copies of all training related mishap records and reports retained for five years? (OPNAVINST 5100.23D, para 0605)

12. Are there procedures that ensure parent command is notified and reporting requirements are complied with when TAD students are injured such that interruption, cessation, or disenrollment from training? (Ref: OPNAVINST 5100.23D)

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13. Is the DOD safety and occupational health protection program poster (DD form 2272 Feb 87) posted in a prominent location? (OPNAVINST 5100.23D, para 0209.E)
14. Are there funding, staffing, equipment, support, and or other deficiencies impacting training safety?
15. Are emergency medical services or facilities adequately staffed and equipped?
16. Does the command possess, and is the TSO familiar with, GAO reports GAO/NSIAD-89-119 and (GAO/NSIAD-91-112)?
17. Is the command in receipt of, and is the TSO familiar with AIG 13910 messages?

Training Safety Officer

18. Is the TSO at least an E-6, NEC 9505 qualified or SERE watch officer qualified?
19. Is the TSO qualified IAW locally developed Job Qualification Review (JQR)? Does the JQR consist of, at minimum, the following:
  - a. Review of FASOTRAGRUPACINST 1500.20.
  - b. Review of OPNAVINST 1500.75.
  - c. Review of OPNAVINST 5100.23D.
  - d. Review of NAVEDTRA 135D.
  - e. SERE safety doctrine.
  - f. TSO duties and responsibilities
  - g. SERE curricula.
  - h. SERE IUT guides.
  - i. Familiarization with all SERE high/moderate-risk evolutions to the extent necessary to properly evaluate them.
20. Does the TSO observe SERE high/moderate-risk training evolutions and assess compliance with approved training procedures, safety precautions, and emergency procedures?
21. Does the TSO report observation results and recommendations to the commanding officer via the department head?

PRE-MISHAP PLAN

22. Pre-mishap plans shall include:
  - a. Locations, telephone numbers, radio channels/call signs of medical, fire department, police, and border patrol



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b. Identification and locations of emergency devices such as first aid kits, fire extinguishers, emergency oxygen and circuit breakers.

c. Notification list of personnel, and the chain of command.

d. Sources of secondary emergency communications.

e. Muster sites and evacuation routes for students and instructors

f. Entry routes emergency service vehicles and personnel.

23. Do supervisors and instructors walk through SERE pre-mishap plans quarterly to validate procedures and verify operability, availability, and applicability of emergency equipment?

24. Are SERE pre-mishap plans exercised fully at least annually?

#### TRAINING SAFETY STANDDOWN

25. Are safety standdowns conducted and documented at least annually?

26. Do safe standdowns include:

- a. Review of SERE curriculum.
- b. Harassment technique.
- c. Training environment.
- d. Physical and psychological screening procedures.
- e. Safety related findings of assessments and reviews
- f. Adequacy of staff manning.

#### MEDICAL AND PHYSICAL EVALUATION PROCEDURES

27. Is every instructor properly screened IAW references and f) prior to teaching students?

28. Does the commanding officer conduct additional screening or decertify an instructor at any time for negative performance or behavior?

29. Is a report of suitability, unsuitability sent to NPC enlisted transfer manual?

30. Conduct service record review

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CURRICULUM REVIEW

IAW NAVEDTRA 135A

Are curricula approved by COMNAVAIRPAC?

32. Have safety requirements and safety procedures been included in the curriculum at appropriate points? Ref (a and NAVEDTRA 135A.

33. Are the course evaluation sheets provided as enclosures to NAVEDTRA 135A in use?

4 Are all SERE instructors critiqued at least quarterly?

35. Are all students, including attrites, given the opportunity to complete the student evaluation of course and instructors?

36. Is student critique information analyzed to identify potential safety problems?

37. Is the ten page course review checklist, NAVEDTRA 135A, Appendix H, used for the formal course review? Is the review conducted as required by CNAP?

Are course review summaries provided to CNAP?

39. Has the annual safety review been completed using NAVEDTRA 135A, Appendix F and the results forwarded to CNAP?

COURSE CURRICULUM? MODEL MANAGER

IAW NAVEDTRA 135A

40. Are procedures in effect to ensure the definitions of mishap, near mishap, and unsafe condition are in all curricula per OPNAVINST 5100.23D?

41. Are procedures in effect to identify course prerequisites that reflect physical, academic, and performance standards required for successful completion of courses?

42. Are the standards in question 42 and the requirement for parent commands to pre-screen students incorporated in CANTRAC?

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- 44. Has a required IUT program for SERE instructors been developed per NAVEDTRA 135A?
- 45. Has the required IUT program been approved by CNAP per NAVEDTRA 135A?
- 46. Has Detachment Brunswick provided summary of completed formal course review?
- 47. Have formal course review summaries been forwarded to CNAP?

INSTRUCTOR TRAINING AND CERTIFICATION

IAW NAVEDTRA 135A

- 48. Do SERE instructors possess NECs 9502 and 9505?
- 49. Are prior Instructors Training (IT) school graduates required to complete on-site training and recertification before assuming instructor duties?
- 50. Are SERE instructor candidates graduates of SERE school?
- 51. Do SERE instructor candidates attend the course as an instructor trainee?
- 52. Do SERE instructor candidates teach the course under direct supervision of a certified instructor until certified?
- 53. Do SERE instructor candidates receive at least 3 satisfactory instructor evaluations during at least 3 separate presentations while under the direct supervision of a certified instructor?
- 54. Does the IUT program include demonstrating knowledge of SERE pre-mishap plans?
- 55. Are the individual SERE instructor certifications documented and retained in the Survival Department spaces?
- 56. Are students evaluated monthly for three months following initial qualification and quarterly thereafter?
- 57. For instructors who teach both classroom and laboratory periods, do evaluations approximate the same ratio in each environment?

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58. Is Instructor Evaluation Form CNET-GEN 1540/4 (classroom and CNET-GEN 1540/11 in use for all instructor evaluations?

Is quarterly in-service training being conducted?

60. Does quarterly in-service training include safety lessons learned and alert summaries when available?

#### INSTRUCTOR REVIEW

61. Do the instructors know: Pre-mishap plans, what makes SERE high risk, safety requirements/precautions/procedures?

62. Do the instructors know the signs that may impair safe completion of SERE such as panic, fear, hypothermia, or lack of confidence?

#### LABORATORY REVIEW

63. Were students adequately briefed or instructed in equipment safety features and procedures?

64. Were students made aware of evolution specific safety requirements and procedures?

65. Were students made aware of the consequences of failure to satisfactorily complete SERE?

66. Were instructors thoroughly familiar and qualified with their specific training equipment?

Were students knowledgeable of equipment safety features?

68. Did instructors encourage student questions and requests for clarification?

69. Were instructors assigned in sufficient numbers appropriate to the evolution?

70. Was safety equipment/gear readily available, complete and in good working condition?

71. Was the evolution as safe as possible while meeting course training and realism objectives?

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STUDENT REVIEW

72. Do students know the safety requirements, precautions, and safeguards incorporated into the course?

73. Does an atmosphere of trust exist between the students and instructors?